

CSIP Thinking Process

Non-Regulatory Guidance Document

Constant Conversation Question #2: **What do/will we do to meet student learning needs?**

Westlake Community School District

- This document is the second of four guidance pieces about how one fictitious school district decides to “think through” a process that will lead it to a clear, concise, and usable CSIP designed increase achievement for all students.
- This document is not intended to provide a “one size fits all” thinking process. The plan that will eventually emerge from the details that follow will be locally determined.

Guidance Document Key Points:

- The content provides a glimpse of only one district's thinking about Question #2.
- The content demonstrates a level of detail particular to this district's thinking.
- How much of this information will actually be placed in the Department's CSIP web-based system next spring will be determined over the coming school year.

2. What do/will we do to meet student learning needs?

A. What long-range goals have been established to support prioritized student needs?

Based upon recommendations of the District Leadership Team and the School Improvement Advisory Committee (SIAC), the school board has adopted district goals aligned with student needs. **(LC5)**

District Student Learning Goals

Westlake's student learning goals are the general expectations for all its graduates. Students graduating from Westlake Community School District will be able to do the following: **(LC6)**

- Communicate effectively in various situations by various means
- Recognize, understand, and appreciate contributions of the world's cultures
- Use academic skills and technologies solve problems
- Use leadership skills to develop positive relationships and work collaboratively
- Demonstrate skills and habits necessary to lead healthy lives and contribute to society

District Long-Range Goals

Westlake's long-range goals define the desired targets to be reached over an extended period of time. These long-range goals serve two purposes: 1) to meet locally determined student needs goals and 2) to address state and federal student accountability.

Goal 1: All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school. (LRG1, MCGF3, AR6, EIG1)

The following indicators will measure district progress with Goal 1:

- 1a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Reading Comprehension Test in grades 3 through 8 and the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroup.
- 1b. Percentage of students in grades 1-3 who are independent readers at grade level on the Basic Reading Inventory (BRI).

Goal 2: All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school. (LRG2, LRG3, AR6, EIG1)

The following indicators will measure district progress with Goal 2:

- 2a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Total Test in grades 3 through 8 and the ITED Mathematics Test in grade 11, including data disaggregated by subgroup.
- 2b. Percentage of students in grades 4, 8, and 11 who achieve at the intermediate level or above on the Iowa Collaborative Assessment Modules.

Goal 3: All K-12 students will achieve at high levels in science, prepared for success beyond high school. (LRG3, MCGF3, AR6, EIG1)

The following indicators will measure district progress with Goal 3:

- 3a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Science Test in grades 5 and 8 and the ITED Science Test in grade 11, including data disaggregated by subgroup.
- 3b. Percentage of students in grades 4, 8, and 11 who achieve at the proficient level or above on the district developed science assessment.

Goal 4: All K-12 students will use technology in developing proficiency in reading, mathematics, and science. (FTP1)

The following indicators will measure district progress with Goal 4:

- 4a. The indicators identified for Goals 1, 2, and 3.
- 4b. Percentage of students at grade 8 who score at the proficient level or above on a locally developed technology assessment.

Goal 5: All students will feel safe at and connected to school.

The following indicators will measure district progress with goal 5:

- 5a. Attendance rate as measured by the average daily attendance data calculated and reported on the Certified Annual Report (CAR).
- 5b. Graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS report.
- 5c. Percentage of student body in middle and high school that receives any discipline referrals (i.e., office referrals, suspensions, and expulsions). **(SDF5, SDF6, SDF7)**
- 5d. Percentage of students in grades 6, 8, and 11 that report that they have used alcohol, tobacco, or other drugs on the triennial Iowa Youth Survey. **(SDF5, SDF6, SDF7).**

B. What process will be used to determine what we will do to meet the long-range goals?

The stakeholders impacted by our goals should have a voice in determining how to meet them. As a result, the District Leadership Team and the SIAC will identify stakeholder groups most directly impacted, and they will meet to determine actions and strategies to meet the goals. Additionally, because our elementary school was identified as a School in Need of Assistance (SINA), we will be working closely with the Statewide Support System for Schools in Need of Assistance—the SINA Support Team. Our district will use the Iowa Professional Development Model process to develop its District Career Development Plan and an action research design to guide conversations and assist making goal progress. As actions are developed to support each goal, implementation plans will be developed at the appropriate levels (e.g., elementary, middle school, and high school) to provide K-12 system alignment of efforts.

C. What is our current practice to support these long-range goals?

1. Instructional Strategies Currently Used in the District

- Cooperative learning integrating the following (K-12 in some content areas)
 - Think alouds
 - Explicit instruction
 - Reciprocal teaching
- Leveled reading groups (2-7)
- Hands-on science (4-8)
- Inquiry-based science (K-8)
- Daily Oral Language (2-12)
- Flexible small group instruction (5-9)
- Standards-Based Instruction

2. Instructional Programs/Services Supports Currently Used in the District

- District Career Development Plan (Professional Development Program K-12)
- At-risk Program/Services (K-12)
- Gifted and Talented Program/Services (TAG) (K-12)
- Special Education Program/Services (preK-12)
- Mentoring and Induction Program
- Alternative High School (9-12)
- Building Assistance Team (preK-12)
- Student Assistance Team (preK-12)
- Student service partnerships (e.g., mental health services and community health services) (preK-12)
- Reading Recovery (1st grade)
- Technology-based reading and mathematics programs
- Positive Behavior Supports
- Westlake delivers the following programs and accesses these program funds as a result of identified student need:*
- Perkins: Vocational and Technical Education Programs (9-12)
- Title I, Part A: Reading Program/Services (1-6)
- Title II, Part D: Technology Usage
- Title III, Language Instruction for Limited English Proficient and Immigrant Students (K-12)
- Title IV: Safe and Drug-Free Schools Program/Services

3. System-wide Management Supports Currently Used in the District

- Resource allocation (e.g., financial and personnel)
- Technology (e.g., data management system and infrastructure)
- Policy development
- Personnel evaluation systems (includes administrators, teachers, and paraeducators)
- Curriculum development
- Iowa Technical Adequacy Project (ITAP) (curriculum/assessment alignment)
- Leadership for CSIP implementation

D. How is our current practice aligned with or supported by the research base?

Using an action research process, we considered the available research base and local student data. Both the research and local data indicate that our current practices should contribute (or have contributed to) positive student results. We relied upon the Iowa Content Area Networks, the AEA, and local content area experts to access information about practices supported by scientifically-based research.

Current Practices Supported by Research and/or Local Data. The district has determined that research and/or local student data support the use of several of our current practices related to the goal areas. These practices include the following:

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| Reading: | Cooperative learning strategies that integrate . . . <ul style="list-style-type: none">▪ Think alouds▪ Explicit instruction▪ Reciprocal teaching Reading Recovery
Flexible small group instruction |
| Mathematics: | Cooperative learning strategies applied to mathematics content |
| Environment: | Positive Behavior Supports |

Research Needed. A K-12 Effective Practices Committee, which includes a member of the SINA Support Team, was formed to collect and review the literature base on practices beyond reading and mathematics. This committee will establish timelines within the next five years for each of the following areas of study.

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| Science: | (AMN3) Inquiry-based science instruction
Hands-on science instruction
Cooperative Learning strategies applied to science content |
| Technology: | Strategies designed to enhance instruction in reading, mathematics, and science |
| Environment: | Block scheduling
Alternative high school programming (AR7)
Middle school concept |

Program/Services Current Practice. The committee will also use a goal-oriented approach to program evaluation (clear expectations, results data, and targeted program/service evaluation) to determine program effectiveness relative to CSIP goals and other program goals.

E. What gaps exist between our current practice to support long-range goals and the research base (include curriculum and instruction)?

Curriculum/Assessment Alignment. We have developed standards and benchmarks in all content areas. Over the past two years, we have focused on aligning our reading and mathematics curriculum, both vertically and horizontally. We completed an alignment review of our curriculum and district-wide assessments during the 2002-2003 school year using the Iowa Technical Adequacy (ITAP) process.

Instructional Strategy Decisions. In review of our instructional practices, it became apparent that we have some practices with a documented research base, some practices with a weak research base, and some practices with no research base. Within the next five years, we must address the following two issues:

- 1) The discontinuation of practices that are not supported by research or have not produced evidence of contributing to positive student results, and
- 2) The consistent implementation of strategies that are research-based and/or have contributed to gains in student achievement.

Cooperative Learning. In the process of considering possible gaps in reading and mathematics practices, we studied the area of cooperative learning. We wanted to know if cooperative learning had a research base and if we were implementing cooperative learning strategies with fidelity. We reviewed the literature base and are confident that cooperative learning is well grounded in the literature. We examined implementation data and found evidence the strategies are being implemented in reading instruction at all levels, but more frequently at the elementary and middle school. We suspect that the cooperative learning strategies used in mathematics instruction are implemented primarily in grades K-6 and not in the upper grades. We will collect implementation data to see if this is the case.

Reading Recovery. We also studied research related to Reading Recovery. Although the research base on Reading Recovery is less conclusive, our local program evaluation data indicated that the program is effective in moving students toward reading at grade level and sustaining that growth over time.

Mathematics Instruction. The research base in mathematics indicates that student achievement will improve if instruction is problem-centered and incorporates the use of representations. Current practice in mathematics does not reflect these strategies; as a result, these strategies will be part of our district career development plan.

Behavioral Supports. Westlake Middle School currently participates as a pilot site for Positive Behavior Supports. Since scientifically-based research indicates that this intervention is effective in reducing discipline problems, this intervention will address our need to improve attendance, graduation rate, and learning environment. We found no gap between the research and the practice.

F. What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice?

Actions for CSIP Goals 1, 2, 3, and 4.

1. Implement the district career development plan (professional development program). (AMN1, AMN2, IEI1, PERK1, SPED1, TQ7)

Our district career development plan describes district-level professional development efforts aligned with prioritized student needs. In reading, the professional development target will be vocabulary acquisition and comprehension. In mathematics, the emphasis will be on problem solving and use of representations. The selection of the professional development target was based on student data. Teacher practices were also studied to help identify professional development needs. This aligns with long range goals #1, #2, and #4. **(PD6, TQ1, TQ2)** The plan describes a cycle in which professional development efforts will be targeted at student learning and sustained until student gains are acquired. At least 80 percent of professional development time and resources will be focused on learning new content and instructional practices. **(TQ3, TQ4, FTP3, LEP1)**

Research-based Strategies. Our Professional Development Team, consisting of representatives from the building and district leadership teams, reviewed research on the strategies below and found that they have resulted in significant student achievement gains. In addition, we applied the following federal criteria to determine if a program/strategy has a quality research base:

- a) Evidence of positive student results demonstrated by research that employed systematic empirical methods and
- b) The research was described in studies that demonstrated the use of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. **(PD5, SDF9)**

Participation. All teachers will be engaged in training, including those responsible for Title I, Special Education, At-Risk, ELL, and Gifted and Talented. The principals and central office staff will also be actively involved. We will work with the AEA so that teachers can receive licensure renewal credits for participation in district-wide and building-wide professional development meetings and for their work with implementation of new strategies within their classrooms. **(PERK1, SPED1, LEP1, TQ8)**

Professional Development Content. Beginning with 2004-2005 school year, professional instructional staff will implement the following instructional strategies: **(FTP2, FTP4, FTP5)**

- a) Cooperative learning processes that integrate think-alouds, explicit instruction, and reciprocal teaching strategies for reading (K-6);
- b) Cooperative learning processes applied to mathematics content, including a problem-centered approach to mathematics instruction and instruction in the use of mathematics representations (7-8); and
- c) Technology integration into classroom instruction (K-12).

High school staff members are implementing the Iowa Professional Development Model by studying their data and working on selecting strategies.

Alignment with the Iowa Teaching Standards. These professional development actions align directly with the following Iowa Teaching Standards and Criteria: **(TQ5)**

- Standard #2 Demonstrates competence in content knowledge (specifically criteria 2a, 2b, and 2d)
- Standard #3 Demonstrates competence in planning and preparation for instruction (specifically criteria 3a, 3b, 3d, and 3e)
- Standard #4 Uses strategies to deliver instruction that meet the multiple learning needs of students (specifically criteria 4a, 4b, and 4f)
- Standard #7 Professional Development (specifically criteria 7a, 7b, 7c, and 7d)

Professional Development Learning Opportunities. Implementation of the district career development plan will involve these components: **(TQ8):**

- Common training sessions on three inservice days during the school year and two early release day meetings per month for learning opportunities (theory presentations, reading literature, discussions)
- Weekly meetings of the professional development team (planning next building meeting; collecting, organizing, and analyzing data; practicing demonstrations)
- Teachers working in collaborative teams on a weekly basis

- Building level meetings (observing demonstrations, working with data, developing lessons, reviewing theory)

Professional Development Providers. AEA consultants will serve as the professional development provider for the district. The Iowa Department of Education accredits this provider. **(TQ6)**

2. Enhance instructional materials and resources.

- Complete an audit/inventory of the non-fiction books available for student use at grades K-8.
- Complete curriculum mapping in the area of science. **(AMN3)**
- Implement student performance and data organization tool.

3. Provide supports that will address ELL students' achievement.

- Implement annual identification and provision of appropriate services to ELL students to increase language proficiency and academic achievement.
- Implement programs and support services necessary to increase language proficiency and academic achievement. **(AR7)**

4. Provide supports that will address CTE students' achievement in reading and mathematics.

- Integrate reading and mathematics skill development into the career and technical education curriculum. **(PERK1)**

5. Provide School in Need of Assistance support services for Westlake Elementary (identified as a SINA in August 2004). (AR7)

- Participate with the SINA Audit Team to review existing building achievement data
- Create a SINA Action Plan with the assistance of the SINA Support Team members from the AEA

Actions for CSIP Goal 5

1. Support students and families in order to increase student participation, attendance, and graduation.

- Increase the number/type of community adult education opportunities, including English as a second language courses for non-English speaking students and parents, GED classes, and community college courses.
- Implement an alternative education supports for at-risk students at the elementary and middle school. **(AR7)**
- Implement an electronic student portfolio that includes performance tasks for monitoring progress toward proficiency and graduation requirements. **(FTP2)**
- Institute a follow-up procedure with parents at the elementary school, when absenteeism is a concern. For chronic absenteeism provide a family interview and follow-up support that may include a truancy referral to law enforcement when needed.

2. Create a learning environment that is safe, supportive, and conducive to learning (a culture of achievement and respect).

- Implement a mentoring program for students in the middle school's after school program **(AR7, SDF9)**.
- Implement a classroom-based conflict mediation process at the middle school for responding to student disruptions. **(AR7, SDF9)**
- Maintain the work on systems of school-wide Positive Behavior Supports (PBS) at the middle school and expand it to the high school. **(AR7, SDF9)**

G. How will we support implementation of the identified actions?

We will devise implementation plans for the actions previously described for CSIP goals 1, 2, 3, 4, and 5. Implementation plans will address the following components:

- Clear expectations at the district, building, and classroom levels.
- Baseline data for each action, if available
- Resources to support each action including timelines, personnel, and budget (including state and federal programs support as necessary)
- Specific implementation outcomes for action steps
- Persons responsible for oversight of implementation
- Evaluation of action implementation effectiveness